

**State of Maine  
Department of Education**

**Gifted and Talented Educational Program  
Initial Application  
2015-16**

Gifted and Talented Educational Program Initial Applications are to be submitted electronically to [GT.DOE@maine.gov](mailto:GT.DOE@maine.gov) by **September 30, 2015**.

Below is the Maine statute and accompanying Maine Department of Education rules pertaining to Gifted and Talented Educational Programs.

Maine Revised Statutes Title 20-A, Chapter 311, section 8101-A(1) and (2) state:

- 1. Implementation.** Each school administrative unit (SAU) shall implement a gifted and talented education program. The Commissioner may provide technical assistance to a SAU in planning and implementing its gifted and talented education program.
- 2. Costs; approval.** Costs of gifted and talented education programs approved by the Department are subsidizable costs under the Essential Programs and Services Funding Act.

Maine Department of Education (05-071) Rules Chapter 104:

**104.13 Program Approval: General Principles.** Each SAU shall apply annually to the Department for approval of its gifted and talented program(s) on forms provided by the Department. The superintendent of the SAU is responsible for supplying all information necessary for a determination that the program is entitled to approval. The application form must be signed by the superintendent of the SAU in which the program is located certifying that the form contains information that is accurate at the time of reporting.

**104.14 (Initial) Program Approval Application.** The Application for program approval must represent full implementation of the gifted and talented program. The following information (Items 1 – 9 on application) shall be required and must reflect the degree of implementation at the time of reporting.

\*\*\*Failure to submit required reports and applications in a timely manner shall be grounds for loss of program approval and of State subsidy aid.

***All final applications and accompanying approval/non-approval letters and budgets will be posted on the Maine Department of Education's gifted and talented website.***

School administrative unit name: AOS 77, Lubec Elementary School

Name and title of person responsible for gifted and talented program:

Connie Harter-Bagley

Phone number: (207) 733-5561

Email address: constance.harterbagley@maine.edu

**CERTIFICATION:**

The statements made herein are correct to the best of my knowledge and belief.

Kenneth Johnson

Superintendent Name (printed)

  
Superintendent Signature

Date application submitted to Maine DOE for review: 11/9/15

**FOR INFORMATION CONTACT:**

Jennifer Pooler  
Maine Department of Education  
(207) 624-6638

**RETURN BY EMAIL TO:**

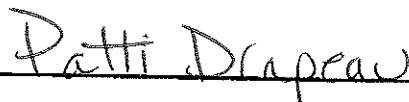
GT.DOE@maine.gov

EF-S-206

Revised May 26, 2015

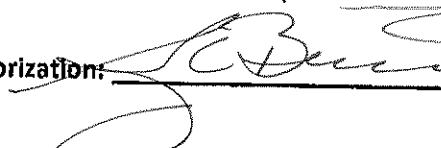
**DUE DATE: September 30, 2015**

Reviewed By:



- ☒ Approval  
☐ Approval with concerns  
☐ Non-approval

Maine DOE Authorization:



Date of Approval:

Nov. 18, 2015

## **Initial Application**

The following information shall be required and must describe the complete plan for identification, programming, and evaluation of the gifted and talented academic and arts programs. Refer to the companion *Instructions* document for clarification. *If additional space is necessary, please include a separate sheet(s) at end of application.*

1. Provide the school administrative unit's (SAU) philosophy for the gifted and talented program(s) (by academic and arts).

### **Academic program philosophy:**

. The SAU's philosophy for the Gifted and Talented academic program: The Lubec Gifted and Talented Program in accordance with its mission statement will provide appropriate opportunities for gifted and talented students who need a differentiated, accelerated, enrichment activities, and programming options in their special education reflecting their high academic standing. Every gifted and talented child has unique gifts, talents and abilities and everyone benefits when we accommodate individual differences and address both strengths and weaknesses. The school recognizes its responsibility to our gifted and talented students with an educational environment that facilitates learning, encourages self worth, self discipline, and respect for the dignity and rights of others.

### **Arts program philosophy:**

The Lubec Gifted and Talented Program for visual and performing arts in accordance with its mission statement will provide appropriate opportunities for gifted and talented students who need a differentiated, accelerated, enrichment activities, and programming options in their special education reflecting their high artistic standing. Every gifted and talented child has unique gifts, talents and abilities and everyone benefits when we accommodate individual differences and address both strengths and weaknesses. The school recognizes its responsibility to our gifted and talented students with an educational environment that facilitates learning, encourages self worth, self discipline, and respect for the dignity and rights of others.

2. Provide a program abstract which describes the children to be served and the program(s) to be implemented in the school(s) of the unit (by academics and arts).

**Academic program abstract:**

Up to five percent of students at the K-8 level may qualify as Gifted and Talented who have exceptional abilities in general intellectual ability, or specific academic aptitude in Mathematics, Science, English, and/or Social Studies. Another five percent of students at the K-8 level may qualify in Visual Arts or Music. The program delivery format and structure will vary from subject to subject. Students may enter at varied times throughout the year.

A differentiated program will assist students to attain their full academic potential, and be aligned with the Common core Standards for Gifted and Talented. The school will offer acceleration, individualized study, enrichment and/or compacting. Student instruction will occur within or outside the regular classroom and will be in lieu of the regular curriculum. The program will promote the acquisition of advanced knowledge, skills and techniques in specific domains once students show mastery of the regular curriculum. The program will also focus on lifelong learning, creativity, self confidence, self knowledge of talents and abilities, critical thinking and problem solving skills.

Grades K- 2: Students are not formally identified. However students who demonstrate giftedness through teacher observation and performance will have their needs met informally.

Grades 3-5: Individual needs within the classroom may be met through opportunities such as differentiated instruction, accelerated grades, or individualized study.

Grades 6-8: Students will work within the departments, and have their individual needs met through opportunities such as differentiated instruction, accelerated grades, or individualized study.

**Arts program abstract:**

Up to five percent of students at the K-8 level may qualify as Gifted and Talented who have exceptional abilities in general intellectual ability, or specific academic aptitude in Mathematics, Science, English, and/or Social Studies. Another five percent of students at the K-8 level may qualify in Visual Arts or Music. The program delivery format and structure will vary from subject to subject. Students may enter at varied times throughout the year.

A differentiated program will assist students to attain their full potential in visual and performing arts, and be aligned with the Common Core Visual and Performing Arts Standards for Gifted and Talented. The school will offer acceleration, individualized study, enrichment and/or compacting. Student instruction will occur within or outside the regular visual art or performing art classroom and will be in lieu of the regular curriculum. The program will promote the acquisition of advanced knowledge, skills and techniques in specific artistic domains once students show mastery of the regular art and performing art curriculum. The program will also focus on lifelong learning, creativity, self confidence, self knowledge of talents and abilities, critical thinking and problem solving skills.

Grades K- 2: Students are not formally identified. However students who demonstrate artistic giftedness through teacher observation and performance will have their needs met informally.

Grades 3-5: Individual needs within the classroom may be met through opportunities such as differentiated art and performing art instruction, accelerated grade level, or individualized art and performing art study.

Grades 6-8: Students will work within the departments, and have their individual needs met through opportunities such as differentiated art and performing art instruction, accelerated grade level, or individualized art and performing art study.

3. Provide the goals, objectives and activities for each program component, K-12 (by academics and arts).

## **Academics**

### **Goals:**

1. Gifted and talented students (GTs) will be provided with opportunities to explore their gift in useful, active learning at the appropriate level.
2. The learning program will enhance, challenge and validate their emotional, social and learning needs.
3. Individualized programming is integrated with regular classroom programs and is aligned to the Maine Learning Results.

### **Objectives:**

1. The GTs will receive advanced and differentiated learning in their GT domain(s) that will be measurable and attainable.
2. GTs will practice and demonstrate creative ability in their GT domain with student centered projects of their own choice.
3. GTs will understand the importance of community learning and mentorship with access to mentors through field trips or school based mentor visits.
4. GTs will evaluate their own work with both pre-assessments and post-assessments, and use formal and informal critiques.

### **Activities**

1. GTs will be given twice weekly instruction in their gifted domain(s) by regular classroom teacher. They will meet with other Lubec GT students.
2. GTs will have opportunities to go on field trips to meet other GT students and make connections with community.
3. GTs will create student centered projects by the end of the school year which will go on display in the classroom or community.
4. GTs will use and understand assessments such as rubrics and critiques.

## **Arts**

### **Goals:**

1. Gifted and talented students (GTs) will be provided with opportunities to explore their gift in useful, active learning at the appropriate level.
2. The learning program will enhance, challenge and validate their emotional, social and learning needs.
3. Individualized programming is integrated with regular classroom programs and is aligned to the Maine Learning Results.

**Objectives:**

1. The GTs will receive advanced and differentiated learning in the arts that will be measurable and attainable.
2. GTs will practice and demonstrate creative ability in their GT domain with student centered projects of their own choice.
3. GTs will understand the importance of community learning and mentorship with access to mentors through field trips or school based mentor visits.
4. GTs will evaluate their own work with both pre-assessments and post-assessments, and use formal and informal critiques.

**Activities**

1. GTs will be given twice weekly instruction in their gifted domain by regular classroom teacher in the arts. They will meet with other Lubec GT students.
2. GTs will have opportunities to go on field trips to meet other GT students and make connections with community.
3. GTs will create projects in the arts by the end of the school year that will be shared with the community.
4. GTs will use and understand assessments such as rubrics and critiques.

4. Provide a description of the identification processes (for general intellectual ability, academic aptitude and artistic ability) for each of the following program components: screening, selection, placement, and review of policies and procedures

**General Intellectual Ability****Screening:**

teacher referrals, parent referrals, grades compared to norm group  
MEA Writing, NECAP, Smarter Balance, Star testing, Gates McGinnety highest scores compared to norm  
Symphony Math IXL Math, NECAP, Star testing, Smarter Balance  
Science MEA scores 90% +  
Social Studies MEA scores 90% +

**Selection:**

CogAT  
Student portfolio  
classroom observation  
GT committee  
RTI process

**Placement:**

GT Committee

Tools listed above will be used in the following procedure:

Data will be collected by the GT coordinator. Tools used in the screening process will target the student's achievement. After the initial referral and screening process, the GT committee will look over the data to select the top 5%. The GT committee will meet to decide on placement and program.

## **Academic Aptitude**

### **Screening:**

teacher referrals, parent referrals, grades compared to norm group  
MEA Writing, NECAP, Smarter Balance, Star testing, Gates McGinnety highest scores compared to norm  
Symphony Math IXL Math, NECAP, Star testing, Smarter Balance  
Science MEA scores 90% +  
Social Studies MEA scores 90% +

### **Selection:**

CogAT  
Student portfolio  
classroom observation  
GT committee  
RTI process

### **Placement:**

GT Committee

Tools listed above will be used in the following procedure:

Data will be collected by the GT coordinator. Tools used in the screening process will target the student's achievement. After the initial referral and screening process, the GT committee will look over the data to select the top 5%. The GT committee will meet to decide on placement and program.

## **Artistic Ability**

### **Screening:**

teacher referrals  
parent referrals  
grades from classes in the arts compared to norm group  
classroom observation

**Selection:**

Art Portfolio of work evaluated by art teacher and student  
Music Audition evaluated by music teacher and student  
Rating chart of Characteristics for Creativity  
GT committee  
RTI process

**Placement:**

GT committee

Tools listed above will be used in the following procedure:

GT coordinator will gather data from the screening tools and will target achievement. After the initial referral and screening process, the GT committee will create a matrix of the data to select the top 5%. The GT committee, student and parent will meet to decide on placement and program .

**Process for transfer students:**

Transfer students will be placed as soon as they have verified eligibility by same criteria as all students. Accepted are grades, test scores and other assessments from state approved gifted programs. All new students will be screened.

**Exit Procedure:**

A student, teacher, or parent/guardian may initiate exit procedures. A written request for removal must be made and will be assessed by the GT committee. A meeting will be scheduled with the committee, parent and student, and other staff as appropriate. Possible considerations: unwilling to participate, low performance, anxiety or other medical problems, teacher request , student request, parent request.



**Process for appeals:**

Any recommendations of the GT committee can be appealed by parents or teachers. Use the following sequence:

1. GT committee 2. Principal 3. School Superintendent 4. School Board A written appeals petition will be reviewed by the committee which includes the principal, the GT coordinator, and the student's teacher. Additional data may be collected such as using the CogAT test or other achievement tests. Additional teachers such as one's previous may be asked for additional information. A meeting will be scheduled so the criteria can be shown and discussed. If this is unsatisfactory, the petitioner may meet with the superintendent and then the school board for a final assessment.

5. Provide a description of the staff development that takes place in order to implement the program(s).

GT coordinator will take four graduate classes of three credits each that provide the necessary skills and knowledge required by Maine DOE for certification. Coordinator attends MEGAT conferences and mentoring workshops. Coordinator works with a GT committee for Washington and Hancock counties meeting once a month. School staff is encouraged to learn more about GT. GT coordinator is a teacher leader and provides consultation for staff. Staff development in GT education is necessary for a successful program. Lubec School is committed to staff development in differentiated instruction to meet the needs of all students. Offerings may occur as workshops or in-service training.

6. Provide a description of the staffing and management of the program(s); including completing the staffing tables.

The GT coordinator collects referrals in the spring and fall. Permission to test is requested. The GT coordinator collects data and creates a matrix to review and compare scores. Scheduled meetings with classroom teachers are held in the spring and fall. The GT coordinator will oversee referrals to the committee and schedule RTI meetings. Permission for additional evaluations will be made through the RTI process.

a. GT coordinator has administrative responsibility for the GT program and will hold the GT endorsement or be working towards endorsement. b. The school principal is a member of the committee and is responsible for the budget. c. Most of the programming will be delivered in regular education settings by regular classroom teachers.

Indicate the professional staff for the K-12 Gifted and Talented Program.

Name of Staff	690 Endorsement Yes/No	Teacher or Administrator	Grade level	Indicate Full-Time or Part-Time in GT
Connie Harter-Bagley	no-2nd year PD	GT art teacher	PK-8	part time
		GT coordinator		
Tina Wormell	no	admin/ principal	PK-8	part time

Indicate the Auxiliary Staff: Educational Technician

Name of Staff	Role	690 Endorsement Yes/No	Grade level	Name and position of supervisor	Indicate Full-Time or Part-Time in GT

7. Provide a description of the annual program self-evaluation process.

Lubec GT program will be evaluated using student self-assessment rubrics, teacher rubrics, Smarter Balance test scores, and teacher/principal surveys giving feedback about the management of the program's services. The Differentiation Observation form found on the NAGC website will be used.

Parent Survey  
 Student Survey  
 Teacher Survey (re: scheduling, alignment w/regular education program, type of services)

8. Provide a description of the costs to be incurred to implement the program(s).

Costs include salary and benefits for the GT coordinator, teacher tuition, supplies, books. "Other" costs in the budget may include fees for transportation, entrance fees on field trips, and professional GT development for school faculty, other supplies and books.

9. For those school units requesting approval of allowable program costs for State subsidy, complete the following budget proposal. These amounts must be reported in the Maine Education Data Management System (MEDMS) financial system as part of the Annual Budget Reporting.

Professional Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Subtotal		

Auxiliary Staff Name	Elementary (salary with benefits)	Secondary (salary with benefits)
Subtotal		

Independent Contractor Name	Elementary (contract amount)	Secondary (contract amount)
Subtotal		

Please list individual product names and costs associated with the district's gifted and talented program(s).

**A. Educational Materials and Supplies:**

Elementary: Material/Supply name	Cost	Secondary: Material/Supply name	Cost
Dick Blick Art supplies	146.77		
Classroom Direct art supplies	64.47		
Scholastic Art magazines	88.76		
<b>Subtotal</b>	300.00	<b>Subtotal</b>	

**B. Other allowable costs:**

Elementary: Item name	Cost	Secondary: Item name	Cost
Amazon ELA games and books	51.00	ELEMENTARY CONTINUED:	
Houghton Mifflin Harcourt CogAt tests, supplies	318.00	Amazon ELA games and books	51.00
Parallax Robotic Kits, line follower	209.00	UMM field trip transportation, art supplies	25.00
Amazon robotic batteries and charger	18.00	DEI field trip transportation	49.00
Collins Center for Arts concert tickets	75.00	Fort O'Brien field trip transportation	25.00
Audiolopia Shure Microphone bundle	129.00	Orono Bangor Museums field trip transport	50.00
<b>Subtotal</b>		<b>Subtotal</b>	1000.00

**C. Student Tuition:**

Elementary: Program name	Cost	Secondary: Program name	Cost
<b>Subtotal</b>		<b>Subtotal</b>	

**D. Staff Tuition/Professional Development:**

Elementary: Title	Cost	Secondary: Title	Cost
3 credit graduate GT class	1450.00		
3 credit graduate GT class	1264.00		
Megat conference PD	125.00		
Amazon books GT Education	61.00		
<b>Subtotal</b>	2900.00	<b>Subtotal</b>	

**Totals**

<b>Subtotals from above</b>	<b>Elementary Costs:</b>	<b>Secondary Costs:</b>
<b>Professional Staff</b>		
<b>Auxiliary Staff</b>		
<b>Independent Contractors</b>		
<b>A. Materials &amp; Supplies</b>	300.00	
<b>B. Other Allowable Costs</b>	1000.00	
<b>C. Student Tuition</b>		
<b>D. Staff Tuition/PD</b>	2900.00	
<b>Total</b>	4200.00	